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AUTHOR Naccereto, R. W.

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ABSTRACT

In 1987 the Alaska Department of Education conducted a survey of the state fine arts curriculum. The resulting information revealed an inconsistency in Alaska Native Arts Education throughout the state. To explore this situation further, the Arts in Education Program conducted its own survey in the spring of 1990, entitled, "Native Arts Curriculum in the Schools." This survey was sent to 55 districts and was returned by 54. A similar survey, "Native Arts Educational Programming" was returned by 14 Native/Arts organizations. The findings indicated: (1) 11 districts have a formal arts curriculum, with formal defined as a complete packaged guide. 30 districts have an informal curriculum that integrates Native Arts into other areas such as social studies or literary arts. 13 districts had no Native Arts curriculum. (2) The development and evaluation of Native Arts curriculum generally involves input from local teachers, Native corporations and personnel representing the Johnson O'Malley Program, and Indian Education Studies. (3) The Alaskan Native Art forms taught, in order of most to least, are carving, beadwork, skinsewing, storytelling, dance, basketry, maskmaking, and other. (4) Most artists are recruited by "word of mouth." (5) Other than funding, primary needs of school districts are in areas of curriculum development and resource lists of available artists and curriculum materials. Recommendations to promote quality Alaska Native Arts Education in the Arts Education Program include: (1) establish a statewide Alaska Native Artist Talent Bank; (2) develop a resource list of curriculum materials; (3) promote the State Arts Council's Artists in Schools Program; and (4) train classroom teachers in the area of Alaska Native Arts. The document includes descriptive paragraphs of each participating school district and organization. (MM)

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A SUMMARY OF THE RESPONSES TO THE

ALASKA NATIVE ARTS EDUCATION SURVEY

1990 - 1991

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ARTS IN EDUCATION PROGRAM

ALASKA STATE COUNCIL ON THE ARTS

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SURVEY CONDUCTED BY:

YOUNG AND ASSOCIATES
715 L STREET, SUITE 6
ANCHORAGE, ALASKA 99501

REPORT PREPARED BY:

R. W. NACCARATO
OMICRON ANALYSIS
ANCHORAGE, ALASKA

MAY, 1991

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INTRODUCTION

The idea to do an Alaska Native Arts Education Survey in Alaskan schools grew out of an Arts in Education (AIE) Committee meeting conducted by the Alaska State Council on the Arts in 1988. The committee discussed some exciting Native Arts Education projects and felt that in order to plan for growth in this area they needed more information about what was currently being taught. Since school districts in Alaska are decentralized, curriculum differs from district to district. After researching the situation, the AIE Program staff realized there was no definitive information on what was being taught throughout the state in the area of Alaska Native Arts. Individuals knew about exciting programs here and there, but there was no central resource of information.

With support from a National Endowment for the Arts' Arts in Schools Basic Education Grant, the Alaska State Council on the Arts decided to survey the school districts in the state. After discussing the Alaska Native Arts Education Survey with the Council's Native Arts Policy Panel in 1989, Janice Blush from the AIE Program and Marjorie Gorsuch, Fine Arts Curriculum Supervisor for the Alaska Department of Education created the survey tools and sent it to all 55 school districts and 112 arts and educational organizations. Most school district surveys were completed and returned by the Bilingual/Bicultural or Federal Programs Coordinator. The AIE Coordinator called the remaining districts in order to complete the surveys over the telephone.

The gathering of survey information was completed by Genevieve Litecky, the AIE Coordinator in 1990 with assistance form Christa Metzger, the AIS Coordinator. Rich Naccarato, Ph.D. Omicron Analysis conducted the analysis and the initial summary of the survey findings. Judith Entwife, Fine Arts Curriculum Specialist at the Alaska Department of Education assisted with the editing.

Due to the initial findings of the survey, a Native Arts Teacher Training session was conducted in Anchorage in April, 1991 in order to train teachers to provide inservices. Four of these participants taught at the Alaska Summer Development Network Academy in June, 1991 in Fairbanks and Anchorage.

The AIE Program believes the final survey information will assist the State Arts Council in planning programs and working to meet the needs expressed by the districts in the area of Native Arts Education.

Jocelyn Young
Arts in Education Program Director

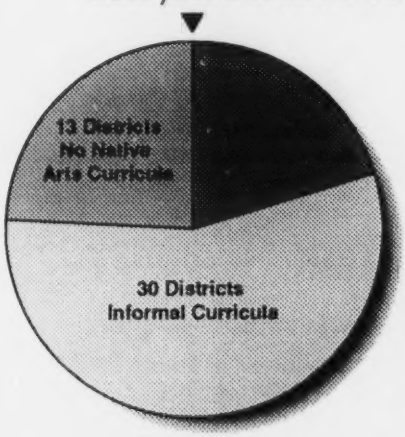
EXECUTIVE SUMMARY

In 1987 the Alaska Department of Education conducted a survey of Fine Arts Curriculum in the State of Alaska. Although the information gathered was helpful in defining the state of arts education in Alaska, it did not detail any specific information about the teaching of Alaska Native arts. The information seemed to suggest Alaska Native arts education is inconsistent throughout the state.

In order to find out more in this area, the Arts in Education Program conducted it's own survey in the spring of 1990 entitled "Native Arts Curriculum in the Schools". This survey was sent to 55 districts and returned by 54. A similar survey entitled "Native Arts Educational Programming" was returned by 14 Native/Arts organizations.

School District Responses

Does your district have a formalized Alaska Native Arts Curriculum?



For our purposes formal curriculum is defined as a complete packaged guide. Informal curriculum is integrated into other subject areas such as social studies and literary arts.

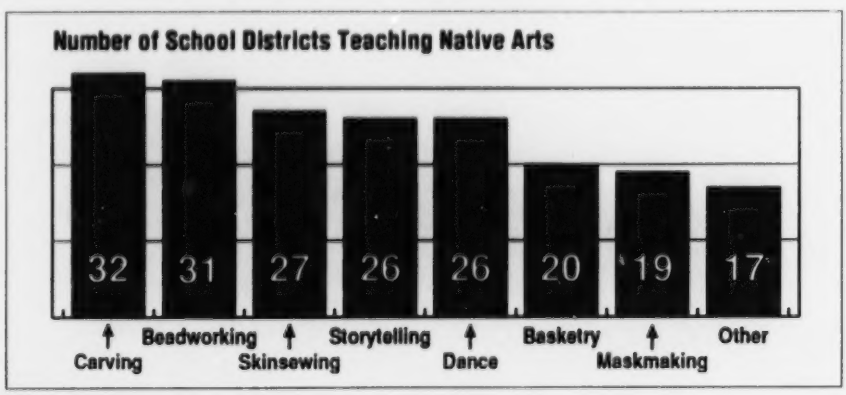
Who develops and evaluates Alaska Native Arts Curriculum?

It was found that development and evaluation of Native arts curriculum generally involves local teachers, Native corporations and personnel representing the Johnson O'Malley Program (JOM) and Indian Education Studies.

School administrators, students and outside consultants were rarely used for this purpose.

What are the most and least taught Alaska Native art forms?

Both schools and organizations tended to agree on the popularity of these art forms.



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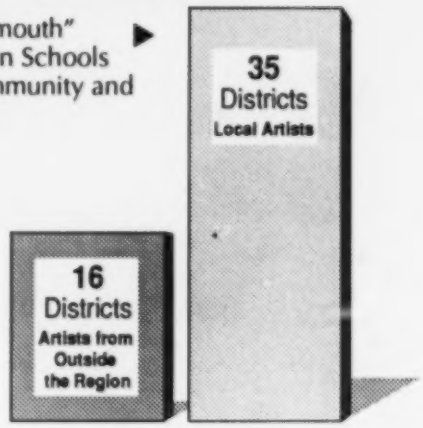
How are Native artists recruited to work with your district / organization?

The survey discovered most artists are recruited by "word of mouth" within their regions. Other popular methods were the Artists in Schools Program and Institute of Alaska Native Arts' talent banks, community and professional groups and contact with other districts.



What are the school districts primary needs other than funding?

1 Curriculum development in the Native arts
2 Resource listing of available artists and curriculum materials

Native/Arts Organizations Responding to Survey

- Of the 14 organizations responding to the survey, twelve were actually involved in Alaska Native Arts programing.
- The twelve organizations also identified artists through talent banks, Native organizations and mostly by "word of mouth".
- Although each organization had a diverse funding base, grants from the Alaska State Council on the Arts were the most common source of funding. Other funding sources included state and federal grants, corporate revenues, fund raisers and private donations.

Recommendations

To promote quality Alaska Native Arts Education the Arts in Education Program and the survey analyst recommend the following.

1 Establish a statewide Alaska Native Artist Talent Bank.
2 Develop a resource list of curricular materials.
3 Promote the State Arts Councils Artists in Schools Program.
4 Train classroom teachers in the area of Alaska Native Arts.

ALASKA NATIVE ARTS CURRICULUM SURVEY SUMMARY ACROSS SCHOOL DISTRICTS

INTRODUCTION

This portion of the report will summarize the responses of all school districts to the Alaska Native Arts Education survey which is included in the Attachments to this report. In many cases, if a survey was not returned promptly by a district, a follow-up phone call was made to obtain the information described herein. The narrative of this report was primarily developed from each district's individual response to the three-page survey and the data was aggregated across all 54 responding school districts. A content analysis will be presented for all open-ended questions in which quantitative responses were not requested. Additionally, paragraph summaries of *individual district's and organization's* responses to the survey are included in this report (pages 16 - 27).

Evidence of "Formalized" or "Informal" Alaska Native Arts Curriculum

This section provides a summary of responses to questions concerning the existence of *formal* or *informal* curricula in the Native arts across all school districts. It documents the nature of these curricula, subject areas in which informal Native arts are taught, and resources involved in teaching arts in the schools. A *formalized curriculum* is a packaged, stand-alone product which may be exported to other districts and is independent from having to be used within any particular subject content area. An *informal curriculum* is integrated into and dependent upon other subject areas currently being taught within a school district.

The following is a numerical summary from districts across the state who responded as having *formalized* curricula in the Native arts. Districts were also asked if they were willing to share their curriculum materials and if they would send them to the Arts in Education Program. As of this date, seven districts have sent materials to the office to be shared with others across the state.

Districts With Formalized Alaska Native Arts Curricula

Does your district have a *Formalized Native Arts Curriculum*?
11 – Yes 43 – No
If so, are you willing to share materials?
7–Yes

Formalized Curricular Areas

5 – Native arts
3 – Bilingual/Multicultural
2 – Alaska Studies
1 – Social Studies

Informal Native Arts Curricular Areas

30 – Arts
28 – Alaska Studies
23 – Social Studies
21 – Bilingual/Multicultural
15 – Native Studies
11 – Other
7 – Literary Arts
3 – Journalism

The results above show that the number of districts responding who claimed to have formalized curricula in the Native arts was quite limited, namely to 11 districts. The tallies indicate the content areas in which *districts* said their formal or informal arts curricula were primarily taught. *Informal curricula* in Alaska Native arts meant that the districts integrated or incorporated the arts curriculum into the existing subject areas that were being taught.

The districts that had formalized curricula were quite limited in their responses as to the *subject areas* of these curricula; primarily they were in either the Bilingual/Multicultural or Alaska Studies areas. Informal or integrated arts curricula were integrated into the Arts, Alaska Studies, Social Studies or Bilingual/Multicultural subject areas in most districts.

Listing of Formalized Native Arts Curricula

Below is a list of the districts who responded that they had a *formalized* curriculum in Alaska Native arts. Districts for whom we have copies of the curricula, or who said they were willing to share their curricula with other districts, are asterisked. It is the intention of this office to maintain a file of such documents for future use with districts across the state.

Annette Island Schools
Fairbanks North Star Borough Schools*
Craig City Schools*
Hoonah City Schools*
Nome City Schools*
Yupiit Schools
Hydaburg City Schools
Bering Strait Schools
Dillingham City Schools*
Juneau Borough Schools*
Wrangell City Schools*

Resources Involved in Curriculum Development

The table which follows will delineate the types and amount of human resources involved in the development and implementation of Native arts curriculum across the state. In most cases these numbers represent the resources involved in developing their *formalized* curriculum, but in a couple of instances the districts were referring to the incorporation of Native arts into other content areas.

School Personnel	Organizations
6 – Local Teachers	7 – Native Corp.
3 – Indian Ed (JOM) Staff	4 – JOM
2 – Students	4 – Community Orgs.
1 – Administration	3 – Parent Advisory Committee
0 – Local Artists	2 – Curriculum Committees
	1 – Native Arts Institute

It is clear in the above table that local teachers and Native organization representatives have the greatest input into the development (and implementation) of the Native arts curricula. It is not clear from the nature of the survey question whether respondents were answering with regards to *development* or *implementation*, so separate conclusions cannot be drawn from these data. It is clear, however, that local artists, students, and curriculum committees were not the primary driving forces in developing or implementing the arts curricula.

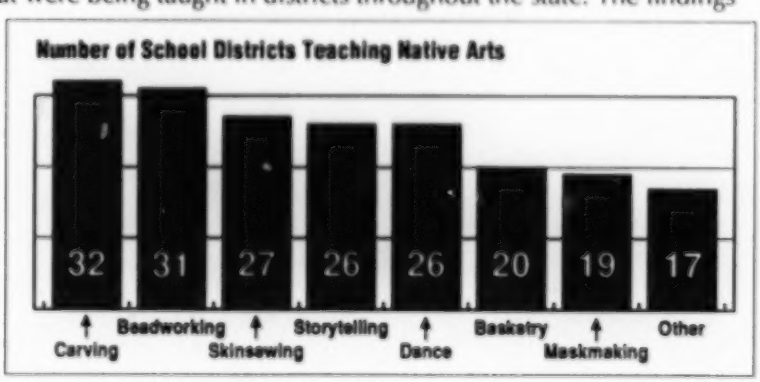
Who evaluates the Native Arts Curriculum?

Even fewer respondents mentioned particular persons as being responsible for the *evaluation* of the Native arts curriculum, as seen in the list which follows. Evaluation of the curriculum could have been almost anyone's responsibility according to the distribution of these results. Caution should be taken here, however, due to the extremely small number of respondents to this question and, quite possibly, to a lack of understanding as to the nature of valid *curriculum evaluation* methods.

3 – Bilingual Committee
3 – Indian Ed Program
2 – Superintendent
2 – Principal
1 – Community Members
1 – Teachers
1 – JOM

Traditional/Contemporary Alaska Native Arts Taught in School Districts

A interesting result of this survey involved the enumeration of the various traditional and contemporary Native arts that were being taught in districts throughout the state. The findings might have later implications for districts who may want to adopt or design Native arts curriculum, or if the state might want to disseminate Native arts instructional materials sometime in the future.



Carving, beadworking, skin sewing, dance, storytelling, basketry and

maskmaking were the most popular Native arts being taught across Alaska, with a majority of the districts responding to this question. Sculpture and drama were the least frequently taught Native arts curricula across the state.

Craft Areas*

32 – Carving	26 – Dance	19 – Maskmaking	7 – Sculpture
31 – Beadworking	26 – Storytelling	17 – Other	5 – Drama
27 – Skin sewing	20 – Basketry	15 – Music	

* the data includes *both* formal and/or informal curriculum

Utilization of Native Artists Across Alaska

One of the major purposes of this survey was to identify how most districts employed and identified Native artists to work within their districts. To obtain this information, three survey questions were asked, the results of which are detailed in the following tables.

Native artists recruited from:

35 – Within Region

16 – Outside of Region

Have you ever employed Native Artists through the Artists in Schools Program?

18 – yes

29 – no

Other systems for identifying Native artists:

8 – Word of Mouth	2 – Curriculum Committee
5 – Community Talent Bank	2 – Tribal Councils
5 – Local Groups	1 – Indian Ed (JOM)
5 – Contact Other Districts	1 – Local Resource Directory
3 – Parent Groups	1 – Local Advertising

The data above shows that the vast majority of Native artists are employed from within each district's region, in fact about 70% of those districts that responded. Only about 30% of the districts employed artists from outside of their regions. Approximately five districts responded that they employed artists from *both* inside and outside their regions.

Approximately 38% of the 47 responding districts employed artists through the Artists in the Schools program, and about 62% did not. When asked what other system the district used in selecting their artists, the ten methods enumerated above were most prominent. The most common method, "word of mouth," was probably due to the large number of districts that recruited their artists from within the region, where word of mouth was most effective.

School District Needs

What follows is a summary of the "open-ended" responses by districts to a question regarding their perceptions of their greatest needs *other than funding*.

Needs other than funding: *

18 – Development of Curriculum	1 – Art Kits/Activities
14 – Local Artists as Resources	1 – Supplies/Materials
6 – Increase Student Interest	1 – Building Facilities
4 – Integrate Native Arts into Curriculum	1 – Preserving Local Culture
2 – Teacher Training	1 – Districtwide Inservices

*even though the districts were asked their needs "other than funding", a substantial number (12) still listed funding as their greatest need.

The two *greatest needs* were, in order: development of Alaska Native arts curriculum and instructional materials and the availability of local artists to draw upon. Next most common as a mentioned need was "lack of student interest" in such a Native arts curriculum, which was mentioned by at least six separate districts. It is probably not merely a coincidence that a large number of districts responded with "curriculum", "lack of local artists" and "lack of student interest" as some of their greatest needs, since they were somewhat prompted with these needs in the wording of the question itself. Question number 11 on the survey asked: "What are the needs, other than funding, of the district in the area of Native arts which the school or district is unable to address? (curriculum, local artists, lack of student interest, etc.)".

The districts seemed to be split on whether they felt that a Native arts curriculum should be *integrated* into their current curricula or developed as a separate entity. Many of the districts mentioned integrating or updating their ongoing curricula sometime in the near future in order to incorporate Native arts.

A SUMMARY OF RESPONSES FROM NATIVE/ARTS ORGANIZATIONS

INTRODUCTION

It should be mentioned from the onset that the results described within this section of the report should not be considered representative of *all* Native arts organizations within the State of Alaska. This caveat needs to be mentioned for two reasons:

1 Many of the respondents said that the questions contained within the survey were not applicable to their organization, and

2 only 14 of the approximately 120 surveys which were mailed were returned to the Arts in Education office — an unacceptable return rate for generalizing survey information.

Current Involvement with Alaska Native Arts Programming

Is your organization involved in Native Arts Programming?

12 – Yes 2 – No

About how many students do you reach per year?

Ranged from 12 students to 60,000+ for broadcasting groups; the *median* number of students was about 200.

Utilization of Native Artists

Does your organization employ local or regional Native artists?

10 – Yes 2 – No 2 – No Response (N/A)

Systems used for identifying the Native Artists:

7 – Word of Mouth (lists accumulated over time)

4 – Talent Bank

4 – Native Organizations

2 – No Response

1 – JOM

For *this select group* of organizations, a majority of them employed local or regional Native artists on a regular basis. There seems to be a few local talent banks of available artists, however the usual method of obtaining artists was similar to that of the local school districts, namely "word of mouth." Because of the results from these organizations and from the local school districts concerning the identification of artists, a recommendation will be made later in this report for coordination of a statewide "talent bank" of artists to be made available to all school districts.

Types of Native Arts Activities

The Native arts activities listed below are the same as those that were listed in the survey of school districts. As in the school district survey, carving, beadworking, skin sewing, basketry, maskmaking, dance and storytelling were the most frequently *taught* traditional Native arts, whereas sculpture and drama seemed to be less popular as arts activities. Again, due to the select nature of the responding organizations, the primary ways in which these activities were disseminated across the state were through workshops, exhibitions and traditional style activities.

Also, 9 of the 14 organizations were willing to send sample program guides, workshop agenda, etc. to the Arts in Education Program. It is the intention of this office to maintain a file of such documents for future use with districts and organizations across the state.

Describe the Native arts activities your organization is involved with:

8 – traditional arts

8 – exhibitions

7 – workshops

5 – contemporary arts

4 – resource materials

3 – ongoing classes

2 – artists in residence

2 – other: training (tapes, materials), conducting tours

1 – competitions

What Traditional and Contemporary Native arts are <u>taught</u> in your programs?

8 – carving

8 – basketry

7 – beadworking

7 – dance

6 – other: clothing
NW Coast Design
Raven's Tail Weaving

6 – maskmaking

6 – music

6 – skinsewing

6 – storytelling

5 – drama

3 – sculpture

Would you be willing to send sample workshop/program agenda and materials to our office?

9 – Yes 0 – No 2 – Maybe later 3 – No Response

Types of Funding

There were a few common threads throughout the open-ended responses to this survey question. One of these threads was the fact that *most organizations* scrambled for funding in whatever ways possible. In a majority of the cases this involved soliciting contributions and private donations. The *more common* types of funding which supported these programs were:

10 – ASCA Grants
10 – State/Federal Grants
5 – Corporate Revenues
5 – Workshop/Class Fees
4 – Native Corporations
4 – Other In-kind Contributions
3 – Private Donations
3 – Fund Raisers
3 – Johnson O'Malley (JOM) Funds
2 – Job Training Partnerships Act (JTPA) Grants

RECOMMENDATIONS & CONCLUSIONS

These conclusions and recommendations are based upon the survey responses of the 54 school districts and the 14 organizations who responded to the survey. The *primary* recommendations should be implemented as a first priority, hopefully within this next year. Additional secondary recommendations are given as an "ideal" set of goals for the future.

Primary Recommendations:

1 Establish a state-wide Alaska Native artist talent bank

Some school districts and arts organizations have taken it upon themselves to build such lists of locally available artists. The state department, or whoever might be responsible for building such a bank, should capitalize on these existing products as a start. Such a talent bank could be indexed by region, types of artists, etc. and be disseminated for state-wide use.

2 Develop a resource list of curricular and instructional materials

Several districts responded that they were willing to share their Alaska Native arts curricular materials with other districts and some have sent copies of these materials to the AIE office. Whether districts would want self-contained *formalized* curriculum materials or to integrate portions of these materials into their own curriculum, they should all be made aware of the existence of such materials, and a clearinghouse-type function should exist for dissemination of the curricular materials.

3 Promote the Artists in the Schools program

It seems as though the Artists in Schools program is rather under-utilized throughout the state in the area of Native arts, with only 38% of those responding having used the program. Since there is a talent bank of artists in this program, it needs to be made available to all districts. It does appear, however, that "the word" concerning the Artists in the Schools program has not reached all districts with equal impact.

4 Train teachers in the teaching of Alaska Native arts

Native arts curricular materials should be presented through school district inservices, presentations at conferences and summer academy programs. Such training will help create a contingency of knowledgeable teachers who are comfortable in the teaching of Native arts.

Secondary Recommendations:

1 Circulate the executive summary of this report

All districts within the state should receive the *executive summary* of this report since all have participated and could provide further *formative* input into the future of Native arts curricula within the state. The summary should be mailed with a cover letter asking districts if they agree with the information as reported or have additional suggestions or comments concerning Native arts education within the state.

2 Conduct a more in-depth curriculum needs assessment

A *formal* needs assessment should be conducted across all districts regarding the current status of Native arts curricula and the desired status of these curricula for the future. The needs assessment should be organized on a rating scale in order to prioritize Native arts needs on a state-wide basis. Specific questions should address the issue of whether it is more reasonable to *integrate* Native arts into their current programming or if they would desire a separate *formalized* Native arts curriculum.

3 Assist districts in obtaining information on resource agencies for the Native arts

As with the artist talent bank, a listing of potential funding sources for implementing Native arts curricula in education could be assembled by some organization. This listing could contain organization names, addresses and contact persons of funding agencies as well as a description of what other Alaska districts are using for funding their Native arts programs.

DESCRIPTIVE PARAGRAPHS

The following paragraphs summarize information that was gathered through Native Arts Education surveys and telephone interviews with Alaska school districts and organizations. All information refers to Native arts curriculum and programming. If specific needs are not mentioned, it indicates that none were identified. Survey information was gathered in 1989-90, and it is possible that changes have occurred since that time.

School Districts

ADAK REGION SCHOOLS

This district has no formalized Alaska Native arts curriculum. Most students are dependents of military families. The Alaska Native population is almost nonexistent and virtually no programs or special events involving Native arts exist.

ALASKA GATEWAY SCHOOLS - TOK

This district has a fine arts curriculum in which some Alaska Native arts are taught through the Indian Education program including drama, dance, beadworking and storytelling which are often combined to present performances. Native artists from within the region are hired to teach and are identified by word of mouth.

ALEUTIAN REGION SCHOOLS - ATKA

This district has no formalized curriculum in Alaska Native arts. However, there are classes offered in Aleut arts, kayak construction and Aleut weaving. The district listed funding for the hire of more local artists to work in the schools as its greatest need.

ALEUTIANS EAST BOROUGH SCHOOL DISTRICT - SAND POINT

This district has no formalized Alaska Native arts curriculum, however, many Native arts activities are included in social studies, Alaska Studies, literary arts courses and in extra curricular Alaska Federation of Natives (AFN) programs. Each year approximately five Native artists from within the region are hired to teach. They are identified by parent committees and townspeople. This district would like to have more parent involvement, an increase of student and parent interest in Native arts education and would like to see curriculum guidelines established. They also feel that a Native arts resource listing would be very helpful.

ANCHORAGE SCHOOL DISTRICT

This district has no formalized Alaska Native arts curriculum. Native arts are incorporated into art, social studies and Alaska Studies courses. Native arts are also taught through the Bilingual/Bicultural and Indian Education programs. Art forms taught include carving, sculpture, maskmaking, beadworking, dance and music. Twelve or more local Native artists are hired by the district each year to teach in the schools. These

artists are often identified by contacting local organizations. Native artists have also been hired through the Artists in Schools (AIS) program. The district listed funding as its greatest need. Another need mentioned was better integration of Native arts programming into existing programs.

ANNETTE ISLAND SCHOOLS - METLAKATLA

This district has an Alaska Native arts curriculum currently in place. Activities are incorporated across the curriculum into social studies, bilingual/bicultural studies, Alaska Native Studies, journalism and Native arts courses. Art forms taught include drawing, Northwest history, carving, painting, beadworking, basketry, story telling and dance. The district employs a Native artist full-time to teach. The curriculum was developed by the Native arts instructor and members of the community. The superintendent is responsible for evaluation of the curriculum. This district has not hired Native artists through the AIS program. Samples of the curriculum are on file in the AIE office.

BERING STRAIT SCHOOLS - UNALAKLEET

This district has a bilingual/bicultural curriculum currently in place which includes Alaska Native arts. Activities are incorporated across the curriculum into bilingual/bicultural studies and Alaska Studies courses. Art forms taught include carving, skin sewing, basketry, beadworking and dance. The curriculum was developed by locally recognized experts and Bilingual/Bicultural staff. Decisions on the specific art forms to be taught at each site are made locally, depending on available resources. Handbooks are then developed for teaching each program. Program evaluations are done by local staff and community members on an annual basis then forwarded to the district for superintendent and board review. This district listed funding for programs and availability of Native artists willing to work throughout the district as its greatest needs. They also mentioned a need for equal emphasis on Native language and arts rather than primarily language, as it is now.

BRISTOL BAY BOROUGH SCHOOLS - NAKNEK

This district does not have an Alaska Native arts curriculum at the present time. Some Native arts activities take place, but the subject areas into which they are integrated were not specified. Art forms taught include carving, beadworking, skin sewing and basketry. This district works with two to four Native artists from within and outside of the region annually and has hired Native artists through the AIS program.

CHATHAM SCHOOLS - ANGOON

This district does not have a formalized Alaska Native arts curriculum. Native arts are only taught in high school art classes at this time. Art forms taught include carving, basketry and beadworking. Seven or more local Native artists are employed annually to teach. Usually these artists are identified by word of mouth. The district lists both curriculum development and teacher training as its greatest needs.

CHUGACH SCHOOL DISTRICT - ANCHORAGE

This district has no formalized curriculum in Alaska Native arts, but they do have an active Indian Education program that coordinates instruction in art forms including dance, drama, basketry and storytelling. Six or more Native artists are hired from within and outside of the region to teach each year. A survey/application process is used to identify Native artists. They have not hired Native artists through the AIS program. The district's greatest needs include time to teach Native arts and better integration of Native arts/ Native culture material into existing subject areas.

COPPER RIVER SCHOOLS - GLENNALLEN

This district has no formalized Alaska Native arts curriculum, however, Native arts are included in Alaska Studies courses. Art forms taught include beadworking. Village interviews are integrated into language arts classes. Ten to twelve Native artists are involved in teaching the arts each year. They have no specific system to identify these artists except word of mouth. The district has not hired Native artists through the AIS program. They listed funding as their greatest need, and increased interest of Alaska Native arts education

was also mentioned.

CORDOVA CITY SCHOOLS

This district does not have a formalized curriculum in the Alaska Native arts, however, some Native arts education is integrated into arts, social studies and Alaska Studies courses. The district does not hire Native artists on its own or through the AIS program. The district listed identification of local Native artists and increased student interest in the Native arts as their greatest needs.

CRAIG CITY SCHOOLS

The district has Alaska Native arts curriculum currently in place. Native arts activities are included in art, Alaska Studies, Alaska Native Studies and literary arts courses. Art forms taught include carving, sculpture, basketry, storytelling, beadworking, dance, music and others. They also include Haida/Tlingit language with the use of Macintosh computers and software developed for this purpose. The instructor incorporates language lessons into regular course work. The curriculum was developed by a curriculum committee with the assistance of local artists. The superintendent is responsible for evaluation of the program. The district has not hired artists through the AIS program. Identification of local Native artists was listed as their greatest need. Samples of curriculum are on file at the AIS office.

DELTA/GREELY SCHOOLS - DELTA JUNCTION

This district has no Alaska Native arts education programs at present. In the past a parent volunteer has provided some instruction in the Native arts. Funding and curriculum materials are listed as the district's greatest needs.

DILLINGHAM CITY SCHOOLS

This district has written goals and objectives, broad scope and sequence programs that include Native arts curriculum. Activities are incorporated across the curriculum in bilingual/bicultural studies and other areas not specified. Programs are in place at the high school level. Art forms taught include carving, maskmaking, skin sewing, storytelling, beadworking and dance. Curriculum was developed by the bilingual/bicultural and vocational education program staff. Parent advisory committees also assisted and continue to review the programs on a monthly basis. The district has two full-time Native artists that are involved in programs, and local village elders are also hired. The district works with Native artists through the AIS program and the local Samuel K. Fox Museum. They list their greatest need as a district-wide inservice in Native arts for classroom teachers.

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

This district does not have a formalized Alaska Native arts curriculum at this time. Some activities are included in art, social studies, Alaska Studies and literary arts courses. Art forms taught include carving, sculpture, maskmaking, skin sewing, basketry, storytelling, beadworking, dance and music. All elementary schools in the district participated in the Cultural Arts program at Denali School one year. The Native arts integrated programs have been developed by the district's Alaska Native Education program with assistance from the Institute of Alaska Native Arts (IANA). Sixteen to 20 artists from within and outside the region are hired to teach annually. Artists are identified through IANA, the Fairbanks Arts Association, Fairbanks Native Association and by Alaska Native Education staff. Native artists have been hired through the AIS program. The art curriculum is due for revision in 1992 and samples are on file in the AIE office.

GALENA CITY SCHOOL DISTRICT

This one school, K-12 site has no formalized Alaska Native Arts curriculum. There is a full-time Bilingual instructor who teaches some Native arts. Also up to six local artists are hired to spend from one to five days with students throughout the year. There is instruction in skin sewing, storytelling and beadworking. Native Arts are included in the arts, bilingual/bicultural and Alaska Studies courses. Funding was the only need mentioned.

HAINES BOROUGH SCHOOL DISTRICT

This district does not have formalized curriculum in Alaska Native arts. Some Native arts are integrated into social studies, art and literary arts courses. Art forms taught include carving, storytelling, beadworking and button blanket making. Local artists are occasionally employed to assist with the program. Many are volunteers. The district has not hired Native artists through the AIS program. No specific needs were mentioned.

HOONAH CITY SCHOOLS

This district has developed and is implementing a Tlingit Art curriculum K- 6. This was developed by the Title 5, Indian Education Director. A secondary curriculum is also being developed. Much of the curriculum is integrated into language arts classes with emphasis on drawing. The principal is responsible for the evaluation of this curriculum. The schools have hired local artists for workshops and are involved in hiring Native artists through the AIS program. A sign-up directory is used to identify Native artists within the region. The school uses a needs assessment program from which to plan. Instruction is also available through community education classes. They are interested in having more artists teach different mediums and having noteworthy community leaders as cultural speakers.

HYDABURG CITY SCHOOLS

This district has formalized Alaska Native arts curriculum in place. Native arts are also integrated into art, social studies and Alaska Studies courses. The curriculum is not being used by some of the schools in the district because of a lack of supplies/materials and a need to update the curriculum. The curriculum was developed by a Native principal and a local Native artist. The principal is responsible for evaluation of the program. Art forms taught include carving, maskmaking, beadworking, dance and art - specifically that of southeast Alaska. Approximately two local Native artists are involved in the program annually. The district has not hired Native artists through the AIS program. The district lists funding for the hire of artists and updated curriculum as their greatest needs.

IDITAROD AREA SCHOOL DISTRICT - MCGRATH

This district has no formalized Alaska Native arts curriculum. The integration of the Athabascan culture into subject areas, including the arts, social studies, bilingual/bicultural, Alaska Studies, Alaska Native Studies and language arts, is a primary focus of this district. Art forms taught through the Bilingual/Bicultural program include basketry, dance, dog sled making and literary arts. Ten Native artists are hired by the district to teach each year. The district has not hired Native artists through the AIS program. The district employs an itinerant art teacher who teaches units using samples of Native artwork and lesson plans. The district mentions funding as its greatest need.

JUNEAU BOROUGH SCHOOL DISTRICT

This district does not have formalized curriculum in Alaska Native arts. Some programming is included in the areas of art, social studies and Alaska Studies. It was mentioned that all schools use Native arts in varying ways, i.e. through the AIS program, Indian Studies, art classes, etc. Indian Studies and art curricula make specific reference to Native arts. Native corporations and local artists were involved in the development of curricula for Indian Studies and art. Art forms taught include basketry, storytelling, beadworking and dance. The focus for Native arts changes yearly. Artists from within and outside of the region are involved. The number of artists involved yearly changes depending on the activities. Integration into current curriculum i.e. finding time in school program and making connections to other aspects of school curriculum was listed as the district's greatest need in this area. The Juneau School District Indian Studies Curriculum is on file in the AIE office or can be purchased from the district.

Gastineau Elementary School

This school has Alaska Native arts curriculum for K-12. Native arts are integrated through the social studies curriculum and include carving, maskmaking, storytelling, beadworking, dance, music and Native Olympics activities. These art forms are taught during the regular school day and in after school classes. The curriculum was developed by the Director of Indian Studies. The Alaska Native Brotherhood and Sisterhood,

Johnson O'Malley Program (JOM) and Tlingit-Haida Council acted as consultants for the development of the program. The Indian Studies Program is responsible for the evaluation of the program. Three to five local Native artists are hired to teach each year. This school has not hired Native artists through the AIS program. Copies of the curriculum are for sale through the district as it is a district-wide program.

KAKE CITY SCHOOLS

This district is in the process of developing curriculum in cooperation with the JOM Committee. Activities are currently integrated into art, social studies, bilingual/bicultural studies, Alaska Native Studies, journalism, literary arts, life skills courses and special events. Art forms taught include carving, basketry, storytelling, beadworking, dance, music, Tlingit Studies and blanket making. Programs were developed by the JOM Committee with assistance from Sealaska Heritage Foundation. The JOM Program is also responsible for evaluation of programs. The number of local and regional artists involved changes yearly depending on projects. To date the district has not hired Native artists through the AIS program. The district listed its greatest needs as better facilities, more communication with other groups working with Native arts and more staff to assist with the workload. We do not have samples of this curriculum on file.

KASHUNAMIUT SCHOOL DISTRICT - CHEVAK

This one school, K-12 district is in the process of developing a Cup'ik Native Cultural Heritage curriculum. This began in 1989. The entire faculty is involved along with the parent advisory committee and local Native artists. The curriculum is broad based in that it touches on most subject areas. Emphasis in the curriculum is on oral language - Cup'ik. Art forms taught include Cup'ik carving, maskmaking, storytelling, dance, music, woodworking and sewing. This is unique in that there are only two villages of this culture. The school hires local Native artists. They have not hired Native artists through the AIS program. The school listed printing of their curriculum and other cultural instruction (as Cup'ik is the only culture being addressed) as its greatest needs.

KENAI PENINSULA BOROUGH SCHOOLS

This district has no formalized Alaska Native arts curriculum, however, Native arts are included in social studies, bilingual/bicultural studies and Alaska Studies courses. Art forms taught include carving, maskmaking, skin sewing, storytelling, beadworking and dance. Approximately three Native artists from within and outside the region are hired as instructors each year. Artists are identified primarily by word of mouth and through recommendations given by the Bilingual Council. Native artists have not been hired through the AIS program. Increased student and teacher interest and more information were listed as the district's greatest needs.

KETCHIKAN GATEWAY BOROUGH SCHOOL DISTRICT

This district has no curriculum in Alaska Native arts. Art forms taught include carving, skin sewing, storytelling, beadworking, dance and music. An average of four local Native artists are involved in these activities annually. Many of these artists are affiliated with the Totem Heritage Center. The district has not hired Native artists through the AIS program. Curriculum development was listed as the district's greatest need.

KLAWOCK CITY SCHOOLS

This district has no formalized curriculum in Alaska Native arts. Some activities are integrated into social studies and Alaska Native Studies. Art forms taught include dance. Two to three artists from within and outside of the region are involved in the program annually. The district has hired Native artists through the AIS program. Identification of local artists was listed as the district's greatest need.

KODIAK ISLAND BOROUGH SCHOOL DISTRICT

This district has no formalized curriculum in Alaska Native arts. Some activities are integrated into social studies, art and Alaska Studies courses. Art forms taught include carving, maskmaking, skin sewing, bas-

ketry, beadworking, dance and music. Ten to 15 local artists are involved annually. Many of the artists are affiliated with the Kodiak Tribal Council and the Kodiak Native Corporation. The district has not hired Native artists through the AIS program. Acquiring information on available Native artists was listed as this district's greatest need.

KUSPUK SCHOOLS - ANIAK

This district includes Alaska Native arts education in their Alaska Studies curriculum. At present they are working on core subject development and are concerned that the arts be included. Art forms currently being taught include maskmaking, storytelling, drama and music. The Yupik staff are the teachers of the Native arts. They do not hire Native artists through the AIS program. The district listed teacher training as their greatest need in this area. Because the school sites are remote and the staff numbers small they felt this would be the most beneficial.

LAKE AND PENINSULA SCHOOL DISTRICT - KING SALMON

This district has no formal curriculum in Alaska Native arts. Special topics are funded by Indian Education Act (IEA) Formula Grants (ivory carving, grass baskets, etc.) and other activities are included in art, bilingual/bicultural and Alaska Studies courses. All programs are developed locally at individual sites. Local artists and teachers are involved. Teachers, principals and students are responsible for evaluation of programs. Art forms taught include carving, skin sewing, basketry and beadworking. Four to five local artists are involved annually. This district does not hire Native artists through the AIS program.

LOWER KUSKOKWIM SCHOOL DISTRICT - BETHEL

This district has extensive Alaska Native arts cross-curricular programming throughout the district but no formalized curriculum. Native arts activities are included in art, social studies, bilingual/bicultural, Alaska Studies, Alaska Native Studies, journalism and literary arts courses. An annual "Skills Fair" features basically all art forms, and most junior and senior high students participate. Programs have been developed by the Bethel Council on the Arts, Vocational Education summer programs, Village Council presidents and various Native artists in many sites. All traditional and contemporary art forms are taught at some point. They report involving approximately one hundred Native artists annually throughout the district. These artists are hired with JOM program funds and through the AIS program. An all-inclusive Native arts curriculum across all subject areas was listed as their greatest need. It was mentioned that designation of "Native arts" as a separate subject area is not a priority in this district.

LOWER YUKON SCHOOL DISTRICT - MOUNTAIN VILLAGE

This district has no formalized curriculum in Alaska Native arts. They have, however, developed a scope and sequence for a variety of Native art forms which are taught through art, bilingual/bicultural and gifted programs. Art forms taught include carving, skin sewing, storytelling, dance, music, model sled building, drawing and others. Evaluation of programs is the responsibility of curriculum, bilingual/bicultural and gifted departments. Local artists are involved on a regular basis for implementation of the program. In this district native artists have not been hired through the AIS program. The district reported that many artists complain of a lack of interest on the part of the students and requested assistance in addressing the problem. Copies of the scope and sequence are on file in the AIE office.

MATANUSKA-SUSITNA BOROUGH SCHOOLS - PALMER

This district has no formalized curriculum in Alaska Native arts. Some activities are included in art, social studies, bilingual/bicultural, Alaska Studies and Alaska Native Studies courses. The JOM program is involved as well by teaching special classes and workshops. The social studies curriculum in the district has an Alaskan History Studies unit that involves the JOM cultural resource people. Programs were developed and are evaluated by the JOM staff, teachers and community advisory committees. Art forms taught include carving, maskmaking, skin sewing, storytelling, beadworking and dance. Four to five local artists are involved as resource people annually. The district has hired Native artists through the AIS program. Time for extensive Native arts programs in the curriculum, teacher training/inservicing and local Native artists for teaching were identified as this district's greatest needs.

MT. EDGECUMBE HIGH SCHOOL - SITKA

This school has no formalized curriculum in Alaska Native arts. Some programming is done in the areas of Alaska Native Studies, Alaska Studies and others on a sporadic basis. Art forms taught include maskmaking, basketry, storytelling, drama and music. Native arts are being focused on as part of the boarding program. Programs were developed by social studies and at-risk coordinators. Funding and other assistance was provided by Alaska Airlines, JOM/Indian Ed. Programs and ANB/ANS. The superintendent is responsible for evaluation of programs. One to ten local and regional artists are involved annually. Native artists have not been hired through the AIS program. Listed as this school's greatest need was the development of generic curriculum materials that cut across ethnic lines.

NENANA CITY SCHOOLS

This district has no formalized Alaska Native arts curriculum. Some programming is done in the areas of art, social studies, bilingual/ bicultural and Alaska Native Studies. Art forms taught include skin sewing, basketry, storytelling, beadworking, cooking, ice fishing, rabbit snaring and others. An extensive program takes place with "River Week". Local artists are involved in programs at many grade levels. They have not hired Native artists through the AIS program. The need to find a means to preserve local culture was specified.

NOME CITY SCHOOLS

This district has formalized Alaska Native arts curriculum for elementary and junior high levels. Teachers are encouraged to utilize uncertified Native instructors in units on Eskimo culture. Native arts are included in bilingual/bicultural studies and other subject areas. The curriculum was developed by the bilingual staff, Indian Education Act (IEA) arts and crafts instructors and community schools staff. Local artists, the Native Education Committee and Kawerak, Inc. were involved in the development of programs. These groups provide direction for special projects, teaching expertise, lists of materials and materials for loan. Evaluation of programs and curriculum is done by the Native Education Committee and the coordinator of Native Programs. Art forms taught include carving, sculpture, maskmaking, skin sewing, basketry, storytelling, beadworking, dance, drama, Native Youth Olympics and others. Some are after school classes, electives for grades 7-12, others are integrated across the curriculum and included in the regular school schedule. Local artists and elders are involved in all aspects of programming. Artists employed are local and from outside the region as well. They have not hired Native artists through the AIS program. They report difficulty in finding artists with a variety of skills. Samples of the curriculum are on file in the AIE office.

NORTH SLOPE BOROUGH SCHOOL DISTRICT - ARROW

This district does not have formalized curriculum in Alaska Native arts but does have extensive programming as a part of other art and bilingual subject areas. Art forms taught include carving, skin sewing and dance. Some are taught through community schools classes. Most schools do skin sewing projects in third through 12th grade. Native dance is taught for special events at Christmas. An estimated ten to 20 local artists are involved annually. Native artists have not been hired through the AIS Program. The need for further curriculum development in Alaska Native arts was specified by the superintendent. Copies of programming activities are on file at the AIE office.

NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT - KOTZEBUE

This district has no curriculum in Alaska Native arts. Some activities are done with local Native artists, but no curriculum is involved. These activities are included in art, bilingual/bicultural and Alaska Studies units. Art forms taught include maskmaking, skin sewing, storytelling and dance. Approximately five local Native artists are involved annually. This district does not hire Native artists through the AIS program. Curriculum development was reported as their greatest need.

PELICAN CITY SCHOOLS

This district does not have Alaska Native arts curriculum, however, Native artists are invited into the schools for special projects with students. Art forms taught include maskmaking, storytelling and

beadworking. One to two artists are involved annually. This district has hired Native artists through the AIS program. Identification of Native artists as resources and teacher training and inservicing were listed as this district's greatest needs.

PETERSBURG CITY SCHOOLS

This district has no curriculum in Alaska Native arts. Programs are integrated as teachers' awareness and expertise develops, but it is not a formal program. Some activities are included in the areas of arts, social studies, bilingual/bicultural, Alaska and Alaska Native Studies. Local potlatches help provide instruction and demonstration. No specific needs were mentioned.

PRIBILOF SCHOOLS - ST. PAUL ISLAND

No survey completed for this district.

RAILBELT SCHOOL DISTRICT - HEALY

This district has no formalized Alaska Native arts curriculum, however, Native arts are included in the K-12 art curriculum and Alaska Studies courses. Some skin sewing and beadworking are taught. Occasionally a Native artist is hired. Artists are identified through a community resource list. The district would like to have ready-made Native arts units available and increased teacher training in Native arts.

ST. MARY'S SCHOOL DISTRICT

This district has a formalized Alaska Native arts curriculum. It is used in K-12 and includes all art forms mentioned on the survey. Community people and school staff developed, implemented and evaluated the curriculum. The district employs two full-time and two half-time Native artists as instructors. People from the community and the Native Education Committee identify local artists. This district has not hired Native artists through the AIS program. The need to continue updating instructions to relate to today's world was expressed by the district.

SITKA BOROUGH SCHOOL DISTRICT

This district has no curriculum in Alaska Native arts. The fourth grade Alaska Studies unit includes some Native arts. The survey also mentioned that it was not clear what was happening at all schools and at all levels. Guest instructors from the community have been invited to teach carving, storytelling and beadworking. The district has not hired Native artists through the AIS program. The need for a K-12 Native arts curriculum was specified.

SKAGWAY CITY SCHOOL

This district does not have curriculum for Alaska Native arts. They did not complete the survey.

SOUTHEAST ISLAND SCHOOLS - KETCHIKAN

This district has no formalized curriculum in Alaska Native arts. Carving, skin sewing and beadworking are taught if there is community interest. An average of one Native artist per year is employed by the district, and Native artists have been hired through the AIS program to work in the schools. Funding was noted as the district's major need. It was mentioned that this school district has a Native population of 3%.

SOUTHWEST REGION SCHOOLS - DILLINGHAM

This district has no curriculum in Alaska Native arts. Some programming exists in the areas of arts and bilingual/bicultural studies through the JOM and Indian Education Programs. Art forms taught include carving, sculpture, skin sewing, basketry, dance, subsistence life skills, sled building and other traditional ac-

tivities. Approximately twenty to twenty five artists are involved annually in eight sites. Instructors for Native arts activities are selected by community schools committees. The district has not hired Native artists through the AIS Program. No areas of need were specified.

TANANA CITY SCHOOLS

This district has no formalized Alaska Native arts curriculum. Some activities are included in art, social studies, bilingual/bicultural, Alaska Studies and Alaska Native Studies courses. Art forms taught include skin sewing, beadworking and Athabascan language instruction. The district identifies local Native artists through posted openings and as a result three or four artists are employed annually. They have not hired Native artists through the AIS program. The district lists curriculum development in the area of art and Native arts as its greatest need.

UNALASKA CITY SCHOOL DISTRICT

This district has curriculum in Alaska Native arts. The program is integrated through bilingual/bicultural and Alaska Studies courses. The curriculum was developed by local artists and parent advisory committees. All programs are evaluated by the accreditation team. Art forms taught are basketry, beadworking and music. One to two local artists are involved in the program annually. The district has not hired Native artists through the AIS program. No specific areas of need were mentioned.

VALDEZ CITY SCHOOLS

Gilson Jr/Sr High

There is no Alaska Native arts curriculum at either of these schools. Sporadic activities were mentioned and are included in social studies and Alaska Studies units. No involvement of Native artists was indicated. No specific needs were mentioned.

Hermon Hutchens Elementary

Some activities including Alaska Native arts are included sporadically in social studies units. The activities were not described. No involvement of Native artists was mentioned. Areas of need were listed as more interest on the part of students and parents. The school feels that they can focus on other areas since there are very few Native students.

WRANGELL CITY SCHOOLS

This district has curriculum in Alaska Native arts and it is used in the art program. The curriculum was developed and evaluated by the art teacher. A Native carver assisted in setting up a step-by-step approach to Native "form line" design. Art forms taught include carving (low relief) and form line design work including embossing and other techniques. They have hired Native artists through the AIS program. Native organizations have served as referral agencies for contacting Native artists. The areas of need mentioned were funding and identification of local artists.

YAKUTAT CITY SCHOOL DISTRICT

This district is in the process of developing a localized Tlingit K-12 curriculum. At present Alaska Native arts are included in art, social studies, bilingual/bicultural and Alaska Native Studies. Art forms taught include carving, beadworking, sewing and Native visual arts (Tlingit design). Native artists have not been hired through the AIS Program. The area of greatest need mentioned was Native arts curriculum development.

YUKON FLATS SCHOOLS

This district has no curriculum in Alaska Native arts. Some traditional arts activities are included in art, social studies and Alaska Studies courses. Art forms taught include carving, sculpture, maskmaking, skin sewing, storytelling, beadworking, dance and music. Annually five to six Native artists from within and

outside the region teach in the schools. The district has hired Native artists through the AIS program. No areas of need were mentioned. The district feels that Native arts are being addressed by local and outside artists and through the bilingual classes.

YUKON/KOYUKUK SCHOOLS - NENANA

This district reports that all their schools are involved in some Alaska Native arts education programming usually through Alaska Native Studies courses. Art forms taught include sculpture, maskmaking, skin sewing, basketry, storytelling and beadworking. The district employs ten or more Native artists annually from within their region. These artists are identified through an application process. Funding was the only need this district mentioned.

YUPIIT SCHOOL DISTRICT - AKIACHAK

This district has curriculum in Alaska Native arts, and it is used in the bilingual/bicultural area as part of the Cultural Heritage Program. Through this project, which is organized by the district, local artists are hired to teach arts and crafts. The district developed the curriculum as part of the Bilingual/Bicultural Education Plan of Service. School board members, teachers, principals and teacher aides were involved in its development. Local elders also act as advisors. Bilingual education coordinators are responsible for evaluating the programs. Art forms taught include carving, skin sewing, basketry, beadworking, dance, fish trap building and sled building. Approximately thirty artists are involved throughout the district annually and these artists are identified primarily through word of mouth. The district has not hired Native artists through the AIS program. The district reported a need for better means of contacting artists throughout the region to meet specific needs in programming.

Organizations

AHTNA HERITAGE FOUNDATION

The Ahtna Heritage Foundation is the Native corporation of the Copper River area. They are headquartered in Anchorage. The organization is dedicated to the preservation of their heritage and the enhancement of the socioeconomic status of the Ahtna people. The foundation sponsors dance groups, programs in schools involving Alaska Native arts and training in traditional Native art forms. They also manage a Job Bank for Alaska Native artists. Arts programming happens mostly in the summer. The main focus is dance, however, music and the making of traditional clothing is also taught. Funding sources are listed as Bush Development Grants and Job Training Partnerships Act (JTPA) Funds for Youth.

ALASKA PUBLIC RADIO

Located in Anchorage, this public radio station broadcasts throughout Alaska via the Alaska Public Radio Network. They have a weekly program entitled "Alaskan Arts" focusing on all aspects of art in Alaska. Approximately one third of programs deal with Native arts issues and information. Content is representative of all cultures indigenous to Alaska. They have an estimated audience of 60,000 per year. They get most of their information from arts organizations and Native organizations around the state. Artists of all disciplines are featured, as well as a wide variety of styles. Funding sources listed include the National Endowment for the Arts, the Alaska State Council on the Arts and in-kind support.

ANCHORAGE MUSEUM OF HISTORY AND ART

The Anchorage Museum of History and Art offers a wide variety of programs, classes and exhibits dealing with Native arts and artists. They house permanent collections representing the many diverse indigenous cultures of Alaska. Programs are designed to compliment Alaska studies curricula. Each year they host the Alaska Native Heritage Festival which brings together many artists from around the state to demonstrate their skills. Other summer programs include Native entertainment activities and workshops. They employ many Native artists for special projects each year. Programs are for all ages and involve approximately 500

students in classes and workshops annually. There is an annual educational exhibit. Also, 31,924 students toured the museum in 1988-89. The museum is supported by state and federal grants, private donations and municipal grants.

BETHEL COUNCIL ON THE ARTS

This is a local, rural arts council. They work closely with the schools in Bethel to plan a Cultural Heritage Week at the high school focusing on the Yup'ik Eskimo of the Kuskokwim Delta. They also sponsor the Camai Dance and Craft Festival and offer workshops, artists in residence programs, classes for the community and special shows. Art forms taught include carving, sculpture, maskmaking, skin sewing, basketry, storytelling, beadworking, dance, drama, music and drumming. Funding support comes from ASCA, Community Enterprise Development Corporation of AK (CEDC), British Petroleum Exploration and Johnson O'Malley (JOM) grants, private donations from local service organizations and Native groups and class fees.

THE CIRI (Cook Inlet Region, Inc.) FOUNDATION

The CIRI Foundation is a private foundation focusing on education and cultural preservation. On a selective basis they administer Native arts programs, such as the Alaska Native Performance Series at the Anchorage Museum of History and Art, annually and coordinate Native arts programs in conjunction with the annual Cook Inlet Region Potlatch. They also co-sponsor special projects such as beadwork seminars and moose hide canoe construction. They have a board of directors and advisory committees as needed. Their students and audiences are estimated at 12,000 per year. Funding support comes from private and public monies along with admission fees.

FAIRBANKS NATIVE ASSOCIATION

This is an urban, non-profit human services organization located in Fairbanks. Native arts programming includes dramatic performances of Native stories and legends at Alaskaland. They also sponsor the JOM program at the school district which includes some classes in Alaska Native arts. Classes include storytelling, dance and drama. Programs are primarily for school age children, serving a minimum of twenty students per year. They work with an advisory board as well as with local schools. This organization is sponsored primarily by state and federal grants.

GUSTAVUS ARTS COUNCIL

This is a rural, local arts council. They occasionally offer scrimshaw classes but do not focus primarily on Native arts. When offered, classes are usually for teenage students. They work with an advisory board and the local school. Funding is through ticket sales, ASCA grants, fund-raisers and a revenue sharing plan.

HOMER COUNCIL ON THE ARTS

This is a local, rural arts council in a community accessible to Anchorage by the road system. They have a wide range of programming focusing on artistic diversity. Some limited Native arts activities include sponsoring of events and exhibits, working with artists in local schools and managing a local artist talent bank. They have a board of directors and work extensively with the local schools involving about 1,000 participants annually. Funding comes from ASCA, NEA and corporate grants, private donations and revenues from admissions and memberships.

HOONAH ARTS COUNCIL

This is a local, rural arts council. There is nothing offered on a regular basis dealing with Native arts. Occasionally, a carving workshop for high school students may be offered. Activities focus primarily on Tlingit and Northwest Coast Native culture. They have worked with schools in the past but do not have a board or advisory committee. In past years, workshops have served approximately 10 students annually. Support is through ASCA Workshop grants and workshop fees.

KAKE ARTS COUNCIL

This local, rural arts council offers some Native arts programming. Workshops are offered by local artists in various art forms. They also support local dance groups and special events in the community. Activities are for all ages and serve an average of 120 individuals annually. They have a board of directors and work co-operatively with local schools. Art forms taught include carving, basketry, beadworking, dance, drama, music and Raven's Tail weaving. Funding sources are class fees, ASCA grants, fund-raising events and co-operative programs with Islands Community College.

PRATT MUSEUM - HOMER

This is a rural historical and fine arts museum. Their programming in the area of Native arts primarily involves tours of permanent collections and loans of materials to schools. Programs are developed by the curatorial staff and experts from particular fields are asked to advise for special projects. They have participated in school district inservices in the past. Tours and classes are based on in-class curriculum. Programs involve approximately 2,500 individuals from the Kenai Peninsula and other areas annually. Funding is through membership fees, admissions, gift shop revenue and federal, corporate and foundation grants.

SAMUEL K. FOX MUSEUM - DILLINGHAM

This is a rural historical and fine arts museum. They have programming in Native arts on a regular basis. The museum sponsors workshops with local and visiting artists and often sponsors Native artist residency programs. The museum is visited regularly by the local schools. The displays feature contemporary and traditional crafts and art works by Alaska Native artists. Materials are available for loan from the museum as well. They serve virtually all students in the local schools (approx. 400) at least once during a school year. Students from surrounding rural villages also visit the museum. The museum board has one member affiliated with the school. Art forms taught are carving, maskmaking, skin sewing, basketry, storytelling and beadworking. Programs focus heavily on Yup'ik Eskimo ethnology. Exhibits are sometimes borrowed from other Native arts organizations to offer examples of other cultures. Funding is through donations, memberships, ASCA grants, class fees and craft sales.

SOUTHEAST ALASKA INDIAN CULTURAL CENTER - SITKA

This center is a program of the Sitka Alaska Native Brotherhood. Its primary purpose is to provide a living demonstration of Northwest Coast Indian arts for visitors to the Sitka National Historical Park and to teach students about the traditional form of woodcarving, maskmaking, skin sewing, basketry, storytelling, beadworking, ceremonial regalia, weaving and silver. These programs are primarily for four months in the summer and during the rest of the year there are short term projects and workshops. They have a talent bank listing of Native artists they have worked with. Funding comes from grants by ASCA, Alaska Native Brotherhood, a contract agreement with Sitka National Historical Park, class and tour fees and sales.

YUGTARVIK REGIONAL MUSEUM - BETHEL

This is a rural museum, visitor center and gift shop. Native arts programming consists of museum tours of permanent and special exhibits. Tours serve an average of 200 individuals annually. Classes in traditional Native art forms, which serve approximately 20 individuals annually, are periodically offered for high school and adult students. Carving, skin sewing and basketry are the primary art forms taught. All programming features the art of the central Yup'ik Eskimo of the Yukon- Kuskokwim Delta. Funding sources are class fees at present, but they are very interested in pursuing grants.

Members of the Alaska State Council on the Arts serving in FY91:

Monica Jenicek, Anchorage, Chair
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John Bushell, Homer
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Elizabeth Fallon, Palmer
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Arts in Education Program Staff / Young and Associates

Jocelyn Young, Program Director
Christa Metzger, AIS Coordinator
Genevieve David Litecky, AIE Coordinator

Members of the Arts in Education Committee serving in FY91

Lorraine Alba, Anchorage
June Cherry, Dillingham
Judith Entwife, Department of Education, Juneau
Elizabeth Fallon, Council member, Palmer
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Margaret Grogan, Council member, Petersburg
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Ron Manook, Fairbanks

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Alaska State Council on the Arts
411 West 4th Avenue, Suite 1E, Anchorage Alaska 99501-2343
(907) 279-1558

Tsimshian mask on cover by artist Ray Holt, photograph by Chris Arend